Arizona's Common Core Standards
Mathematics

Summary of Changes

Third Grade

GRADE 3			
Removed	**Moved to a Different Grade Level**	**Moved from another Grade Level**	**New Standards**
M03-S1C1-04 (2008) Sort whole numbers into sets and justify the sort.	M03-S1C1-02 (2008) Compare and order whole numbers through six digits by applying the concept of place value. MOVED TO 4.NBT.2	M04-S1C1-03 (2008) MOVED TO 3.NF.1 Understand a fraction 1/*b* as the quantity formed by 1 part when a whole is partitioned into *b* equal parts; understand a fraction *a/b* as the quantity formed by *a* parts of size 1/*b*.	
M03-S1C2-06 (2008) Describe the effect of operations (multiplication and division) on the size of whole numbers.	M03-S1C1-03 (2008) Count and represent money using coins and bills to $100.00. MOVED TO 2.MD.8	M04-S1C1-03 (2008) MOVED TO 3.NF.2a & 3.NF.2b Understand a fraction as a number on the number line; represent fractions on a number line diagram. a. Represent a fraction 1/*b* on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into *b* equal parts. Recognize that each part has size 1/*b* and that the endpoint of the part based at 0 locates the number 1/*b* on the number line. b. Represent a fraction *a/b* on a number line diagram by marking off *a* lengths 1/*b* from 0. Recognize that the resulting interval has size *a/b* and that its endpoint locates the number *a/b* on the number line.	

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Removed	**Moved to a Different Grade Level**	**Moved from another Grade Level**	**New Standards**
M03-S2C1-02 (2008) Formulate and answer questions by interpreting and analyzing displays of data, including frequency tables, single bar graphs, or single line graphs.	M03-S2C3-01 (2008) Represent all possibilities for a variety of counting problems using arrays, charts, and systematic lists; draw conclusions from these representations. MOVED TO AZ.4.OA.3.1	M04-S4C4-02 (2008) MOVED TO 3.MD.2 Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). (Excludes compound units such as cm3 and finding the geometric volume of a container.) Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem. (Excludes multiplicative comparison problems (problems involving notions of "times as much"; see Glossary, Table 2).	
M03-S2C4-01 (2008) Color complex maps using the least number of colors and justify the coloring.	M03-S2C3-02 (2008) Solve a variety of problems based on the multiplication principle of counting. MOVED TO AZ.4.OA.3.1	M04-S4C4-05 (2008) MOVED TO 3.MD.8 Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.	

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Removed	**Moved to a Different Grade Level**	**Moved from another Grade Level**	**New Standards**
M03-S2C4-02 (2008) Investigate properties of vertex-edge graphs • circuits in a graph, • weights on edges, and • shortest path between two vertices.	M03-S3C2-01 (2008) Recognize and describe a relationship between two quantities, given by a chart, table, or graph, in which quantities change proportionally, using words, pictures, or expressions. MOVED TO 5.OA.3	M05-S3C3-01 (2008) MOVED TO 3.OA.8 Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. (This standard is limited to problems posed with whole numbers and having whole number answers; students should know how to perform operations in the conventional order when there are no parentheses to specify a particular order (Order of Operations).	
M03-S2C4-03 (2008) Solve problems using vertex-edge graphs.	M03-S3C3-01 (2008) Record equivalent forms of whole numbers to six digits by constructing models and using numbers. MOVED TO 4.NBT.2	M05-S4C4-01 (2008) MOVED TO 3.MD.1 Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.	

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M03-S3C2-02 (2008) Translate between the different representations of whole number relationships, including symbolic, numerical, verbal, or pictorial.	M03-S4C1-03 (2008) Identify and describe 3-dimensional figures including their relationship to real world objects: sphere, cube, cone, cylinder, pyramids, and rectangular prisms. MOVED TO K.G.1 , K.G.2 , & K.G.3	M05-S4C4-05 (2008) MOVED TO 3.MD.5a & 3.MD.5b Recognize area as an attribute of plane figures and understand concepts of area measurement. a. A square with side length 1 unit, called "a unit square," is said to have "one square unit" of area, and can be used to measure area. b. A plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units.	
M03-S4C1-01 (2008) Describe sequences of 2-dimensional figures created by increasing the number of sides, changing size, or changing orientation.	M03-S4C1-04 (2008) Describe and compare attributes of two- and three-dimensional figures. MOVED TO K.G.4	M05-S4C4-05 (2008) MOVED TO 3.MD.6 Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).	
M03-S4C1-02 (2008) Recognize similar figures.	M03-S4C2-02 (2008) Identify, with justification, all lines of symmetry in a 2-dimensional figure. MOVED TO 4.G.3	M05-S4C4-05 (2008) MOVED TO 3.MD.8. Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.	

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M03-S4C2-01 (2008) Identify a translation, reflection, or rotation and model its effect on a 2-dimensional figure.	M03-S4C4-03 (2008) Convert units of length, weight, and capacity • inches or feet to yards, • ounces to pounds, and • cups to pints, pints to quarts, quarts to gallons. MOVED TO 4.MD.1 and 4.MD.2	**NOTE: There is an increased expectation at third grade to recognize and generate equivalent fractions, measure and estimate liquid volumes and masses of objects using metric standard units, and make line plots. Students are also expected to apply the distributive property as a strategy for multiplication and represent the distributive property using area models. Please see crosswalk for detailed information.**	